

## The Use of Flashcards to Learn English Vocabulary to Seventh Grade Students

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### Abstract

Learning using flashcards is an effort to make teaching interesting and increase students' enthusiasm. This study aims to find out how the application of flashcards and the perception of seventh grade students at MTS Hasyimiyah Kalisidi about the use of flashcards in acquiring English vocabulary. The population in this study were the seventh grade students at MTS Hasyimiyah Kalisidi, who were selected using total sampling technique. The research used a qualitative case study approach, using observation and a questionnaire with 6 question items to collect data. The findings showed high agreement among students with an average questionnaire answer of 73.5% indicating that learning with flashcards is fun, easy, interesting, and helps students in improving English vocabulary. Based on the data results, it can be concluded that flashcards are able to help students' English vocabulary learning.

**Keywords:** Flashcards, Student Perception, English Vocabulary

### Introduction

The learning process involves two-way interaction between teachers and students. Learning English is useful in providing students with the knowledge and skills to understand, interpret and communicate messages in English well. According to Muspawi et al. (2020) argue that "English language learning in schools has a strategic role in preparing the younger generation to face global challenges in this era of globalization". The progress of students' learning levels greatly influences students' learning motivation. It is important for teachers to choose learning media that suit students' needs and interests. This has an impact on the level of skills that students have when learning takes place.

The use of flashcard media helps students master understanding English. Flashcard media is a type of learning media that can make a significant contribution to the English learning process (Mustika, 2023). Through flashcards, students can learn mathematics in a more interactive and fun way. This media can help students remember vocabulary better. Based on the background above, the research problem is focused on learning using flashcards in classroom learning activities and not on measuring student progress, by highlighting student perceptions in using this media.

### Method

This research was conducted using a qualitative approach with a case study design. According to Sidiq et al., (2019) stated that "qualitative research is a type of research that produces findings that are impossible to achieve through quantitative or statistical techniques". In qualitative research, research results presented descriptively.

The respondents for this study were selected using a total population sampling technique, with 32 class VII at MTS Hasyimiyah Kalisidi students as respondents. Therefore, to collect Collecting data, researchers used observation, questionnaires and documentation. A list of questions consists of 6 question items adopted from (Jaelani & Sutari., 2021) and (Harefa et al., 2020). Researchers use a Likert Scale starting from agree, neutral and disagree.

### Triangulation

This validity test uses triangulation techniques involving sources to increase the credibility of the researcher's findings. According to Akutey & Tiimub (in Noble and Heale, 2019) argue that "triangulation is a method to increase the credibility and validity of research results".

### Findings and Discussion

The results of using flashcards in learning English are presented in table form below:

Table 2. The results from using flashcard to learn English vocabulary.

Observation	Detail
First Observation	Students learn English vocabulary about “body parts” using flashcards combined with memory games
Second Observation	Learning with flashcards is done by providing material “names of activities” combined with multimodals.
Third Observation	Learning with flashcards is done by providing material “expressions and feelings” combined with multimodals.
Fourth Observation	Learning with flashcards is done by providing material “names of things” combined with flashcard matching games.
Fifth Observation	Learning with flashcards is done by providing material “Verbs” combined with multimodals.
Six Observation	Learning with flashcards is carried out by providing “profession” material which is supported by games and practice questions.

From the results of the table above, it can be seen that the use of flashcards in learning English vocabulary is applied to several materials such as professions, objects, activities, verbs, parts of the body, expressions and feelings. Flashcard is used using the games method and combined with multimodal as a complement. Learning with flashcards is more often applied using games such as matching flashcards with English vocabulary, matching flashcard pictures, playing random words using flashcards.

The results of the questionnaire on the students’ perceptions on English songs to their pronunciation, are presented in the form of a table below:

Table 2. The results from questionnaire on the students’ perceptions using flashcards

No	Question	A	N	DA
1	Do you think about learning with flashcards	56%	38%	6%
2	Learning using flashcards is easier or more difficult	69%	25%	6%
3	Do you prefer learning with flashcards or not	72%	25%	3%
4	Learning using flashcards is interesting or not interesting	84%	16%	0%
5	Learning with flashcards increases your mastery of English vocabulary	84%	3%	13%
6	Learning with flashcards makes you more enthusiastic in learning English vocabulary	76%	5%	19%
	<b>Average</b>	<b>73,5%</b>	<b>18,6%</b>	<b>7,8%</b>

Based on the table above, it can be seen that the question items in the questionnaire appear. These results were dominated by agreement from 32 respondents with a total result of 73.5%. From this as a result, it can be concluded that the use of flashcards in learning English vocabulary can be used in the learning of seventh grade students at MTS Hasyimiyah Kalisidi.

### Conclusion

Based on the data findings and discussion described previously, it can be seen that the use of flashcards as learning English vocabulary at MTS Hasyimiyah Kalisidi are implemented in the form of learning activities such as, learning with flashcards combined with games, and multimodal. This learning activity is combined with games such as memorizing the names of vocabulary in each group, matching vocabulary with pictures on flashcards, translating Indonesian vocabulary into English vocabulary. In studying English vocabulary, students also memorize and read repeatedly to increase their knowledge of English vocabulary.

Then, regarding students' perceptions of flashcard learning it is shown from the results of the questionnaire that was given after the lesson was completed. The results of the questionnaire stated that students agreed with learning using flashcards. Students agree that learning using flashcards is fun, easy, interesting, and increases English vocabulary. This is proven by the average questionnaire results of 73.5% of students agreeing that flashcards really help them in learning English vocabulary. So, it can be concluded that the use of flashcards in learning English vocabulary can be used in the learning of seventh grade students at MTS Hasyimiyah Kalisidi.

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